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AUTHOR Richardson, Gloria D.; Abrams, Gloria June; Byer, John L.; DeVaney, Tom W.

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ABSTRACT

This study, conducted during the fall semester by tutors who were secondary education majors at the University of West Alabama, sought to determine if tutoring on specific reading skills helped at-risk secondary school students improve their frustration levels. Of the initial 24 participants, 12 students completed both the pretest and the posttest of the Informal Reading Inventory. Analysis of the Frustration Level scores was completed with a paired T-test. A T-Value of -2.97 was obtained. This was significant at P-Value of 0.013. This finding confirmed the hypothesis: There will be an improvement in high school students' Frustration Reading Levels after 15 hours of remedial training in specific reading strategies and skills by University of West Alabama tutors. The qualitative portion of the study revealed that pre-service teachers (tutors) were positive about their Field Experiences. Contains a table and 2 charts of data. Appendixes contain the proposal for the study and instructions for conducting an informal reading inventory. (Author/RS)

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Running head: UWA Tutoring Project

UWA Secondary Education Tutoring Project for the West Alabama Learning Coalition

Presented at the Mid-South Educational Research Association

Annual Meeting

November 16, 2000

Gloria D. Richardson, Assistant Professor, Foundations and Secondary Education
Gloria June Abrams, Professor, Foundations and Secondary Education

John L. Byer, Assistant Professor, Foundations and Secondary Education

Tom W. DeVaney, Chair, Foundations and Secondary Education

The University of West Alabama
Livingston, AL

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G D. Richardson

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Abstract

This study, conducted during the Fall Semester by tutors who were secondary education majors from the University of West Alabama, sought to determine if tutoring on specific reading skills helped at-risk students improve their frustration levels. Of the initial 24 participants, 12 students completed both the pretest and the posttest of the Informal Reading Inventory. Analysis of the Frustration Level scores was completed with a paired T-test. A T-Value of -2.97 was obtained. This was significant at P-Value of 0.013. This finding confirmed the hypothesis: There will be an improvement in high school students' Frustration Reading Levels after 15 hours of remedial training in specific reading strategies and skills by University of West Alabama tutors. The qualitative portion of the study revealed that pre-service teachers (tutors) were positive about their Field Experiences.

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UWA/Secondary Education Tutoring Project for the West Alabama Learning Coalition

Introduction and Purpose

The general purpose of this project was to investigate the effectiveness of individual tutors providing one-on-one tutoring assistance for at-risk secondary students who had been identified by their teachers/district as being in need of reading assistance. The tutors tutored twenty-four secondary students in reading activities from a packet of information developed by Dr. Abrams, the project reading specialist. The tutors were students from the University of West Alabama who were enrolled in ED 332, ED 333, ED 335, and ED 336, Methods of Teaching Language Arts, Mathematics, Science, and Social Sciences P-12. Also, the tutors were majoring in secondary education.

This project had two specific purposes. The qualitative aspect of the project investigated the extent to which involvement in one-on-one tutoring assistance was helpful in preparing secondary education majors to utilize effective reading techniques in their content areas. Tutors' reflective journals were examined for comments on the effectiveness of various strategies and skills used with the high school students. The quantitative portion of this project also investigated the relationship of tutoring secondary students in reading activities on a one-on-one basis to increasing students' independent reading levels and, subsequently, to decrease their frustration reading levels as determined by the administration of the pretest/posttest *Informal Reading Inventory* (Burns and Roe, 1999).

This project provided one-on-one tutoring in selected reading skills: main idea and details, reading comprehension, context clues, vocabulary, making inferences and drawing conclusions, identifying fact and opinion, cause and effect, comparison and contrast, using a dictionary, story grammars, SQ3R, K-W-L, and reciprocal questioning.

Review of the Literature

Reading remains one of the most troublesome issues in school reform and improvement. Because students learn in a variety of ways and progress at individual rates, it is sometimes necessary to provide assistance to ensure that each student becomes able to perform at the optimal level according to his or her capabilities. Today, we must still address the problems associated with students' inability to read on grade level.

The NAEP 1998 Reading Report Card for the Nation and States, Executive Summary (1998), indicated that average reading scores for fourth, eighth, and twelfth grades improved in 1998. While average reading scores increased at these grade levels, "increased scores were not observed for all students" (Summary, 1998). Only the lower performing students demonstrated increased reading achievement. Females continued to have higher reading scores than males; White students continued to score better than Black, Hispanic, and American Indians. Students whose parents had higher levels of education scored higher. The eighth grade students in the southeast showed improvements over both 1994 and 1992 in average scores. Students who received free lunches had lower average reading scores than students who did not receive free lunches.

Programs like Goals 2000 promote the improvement of reading. Reading Is Fundamental also encourages reading for purposes other than content-oriented study. Literacy programs seek to assist adults who have not been successful in developing functional reading skills. University teacher preparation programs address reading through coursework that is rigorous and exacting to prepare future teachers to cope with the needs of the children they will teach.

According to national think tanks, experts, and the media, the nation appears to have developed an adverse relationship with the public schools and now seems to support vouchers, charter schools, home schooling, and other means of education for our youth. There is truth in every perspective, but no one perspective holds an accurate picture of what is happening to public education. Social issues have confounded the public schools: school violence, high illiteracy rates, teen pregnancies, gangs, dropouts -- the list goes on. An examination of many of the social ills confronting public schools reveals that the issue most often at the crux of the matter is the lack of fundamental reading skills to succeed in school, at work, and in lifelong learning.

Tutoring was an enormous help to students during the 1960's and 1970's but dropped from the forefront of educational strategies during the

1980's and 1990's. Recently, this effort has been revived and seems to be flourishing in a variety of school cultures. According to Roller (1998), there are some specific things that one should know about the tutoring process:

"1. That highly prescribed tutoring programs (those that tell tutors exactly what to do) are generally better than those that are less prescribed;
1. That tutoring in math is generally more effective than tutoring in reading;
2. That programs evaluated using word pronunciation and factual questions show more gains that programs evaluated using higher level comprehension questions;
3. That programs in which tutors give hints to help tutees solve their own problems are more effective than those in which the tutor provides answers;
4. That tutors who demonstrate and explain strategies are more effective than tutors who do not demonstrate and explain;
5. That more complete tutoring programs are generally more effective than those that focus on a single aspect of reading; and
6. That programs including sound-awareness training are generally more effective than those that do not" (pp. 1-2).

Roller (1998) further explains the activities that should take place during a tutoring session; these include: "reading easy books to build confidence; reading new books that include a few challenges; a writing activity; a mini-lesson about words, word-recognition strategies, comprehension strategies, or other critical skills; and reading challenging books" (p. 3).
Learning about reading as one reads appears to be the best method to utilize with students who are in high school but who are reading on a much lower grade level.

Recent studies utilizing pre-service teachers have shown a number of promising strategies for consideration. In a project conducted at Jacksonville State University's College of Education (Alabama), Zenanko and Zenanko (1996) examined the efficacy of a practicum laboratory for pre-service teachers with a campus tutoring program for P-12 students. The one-on-one tutoring activities promoted growth for both the pre-service teachers and the students who participated. Tutors were required to plan a program for their tutoring sessions and then engage in its implementation. The tutors began with an interest inventory to become familiar with the students' interests and background. The tutor then followed with an individualized program that was designed for his or her student. Modification of the plan

was implemented when there were specific assignments that the student was required to complete for homework. The tutors ended each session with a reflective entry into a journal. Tutors reportedly valued their opportunities to work with students on a one-on-one basis and believed that their future teaching would be directly affected by their experiences in the tutoring program.

In a project that utilized computers and modems, pre-service teachers at Wayne State University engaged in conversations with middle-schools students (Smith, 1998). Though this project was not directly a reading project, it fostered reading skills through the computer conversations. It also promoted the use of technology and keyboarding skills to converse. The final phase of the project employed the use of whiteboards and audio connections so that the pre-service teachers and the students could converse directly. Individual conversations sometimes related directly to the students' reading experiences with classroom assignments. The project enhanced students' vocabularies and improved the pre-service teachers' understanding of their future students' interests and academic endeavors. While there was a benefit ascribed to both the students and the pre-service teachers, it appeared that the pre-service teachers gained more in the final consideration of the project; they were able to compose a mental picture of what actual teaching experiences would be like.

Rogers (1995) conducted a study that examined pre-service teachers' in a field-based research experience to assess their teaching. The participants developed instructional strategies to use with at-risk students. Though Rogers reports on pre-service teachers engaged in working with lower grade students, the procedures were of interest. Analysis of the pre-service teachers' comments about the tutees revealed that the students gained in a number of ways: "improved attitudes, confidence, accomplishments in reading and academic work, and improved social skills" (Abstract). Instructional strategies that were deemed successful included word walls and drawing and producing story maps. This study focused on self-assessment and reflection as a means to improve pre-service teachers competencies.

In addressing the at-risk student, Bacon (1992) reported on the problem of preparing teacher educators to work with students that are educationally disadvantaged or at-risk academically. In Bacon's qualitative study, undergraduates worked one-on-one with middle students who were behind more than two years in reading and/or math. The undergraduates reported that they found the at-risk students more like regular students than they had believed. When interviewed, the undergraduates reported that the at-risk students were able to acquire more basic academic skills than they

formerly possessed. Undergraduates were able to prepare more effectively to meet the needs of the students they would meet in future classes.

The review of the literature revealed that pre-service teachers benefited from Field Experiences that provided opportunities for practice in reading strategy instruction and in direct involvement with individual students at the secondary. Likewise, students who were tutored benefited from their involvement in such programs. One can conclude that further university/P-12 collaborations would be beneficial to examine.

Research Design

This project involved 24 education majors in providing one-on-one assistance in reading to 24 secondary (grades 7-12) students. This was a one-group pretest/posttest design. After the identification of at-risk students by the cooperating teacher in the local school and a pretest with the *Informal Reading Inventory*, Form A, tutors spent 15 hours in working with the students on specific interests and selected reading skills. At the end of that time, the secondary students were given a posttest from the *Informal Reading Inventory*, Form B. The *Informal Reading Inventory* (IRI) yielded scores on reading at three levels: Independent, Instructional, and Frustration. The scores for the students at Frustration Level were used to compare students' pretest scores to posttest scores to determine if there was a grade-level improvement in Frustration Level scores as a response to the individualized tutoring experiences provided by the UWA tutors. An improved grade-level Frustration score represented a decreased Frustration Level in reading or a gain. For example, a secondary student who reached the Frustration Level at third grade on the pretest, but who reached Frustration Level at fifth grade on the posttest, showed improvement in reading.

Definitions of Terms:

The following terms were used in this study:

1. At-risk - a student who reads more than two years below grade level, who has the potential to become a dropout or to fail the Alabama High School Graduation Examination, and/or who reads at the fourth stanine on the SAT-9.
2. Tutors - Secondary Education majors in Language Arts, Mathematics, Science, and Social Sciences at the University of West Alabama who were trained to administer the Informal

Reading Inventory and use specific strategies to improve students' reading levels.

3. *Informal Reading Inventory* (Burns and Roe, 1999) - a measurement instrument designed to determine reading levels for Frustration, Instructional, and Independent Levels. This instrument begins with a graded word list for placement and progresses to graded reading passages with comprehension questions. Two forms (A and B) were used for this study.
4. Frustration Level - the lowest level of the IRI at which there were five or more errors.
5. Instructional Level- the highest level of the IRI at which there were no more than four errors.
6. Independent Level - the highest level of the IRI at which there were no more than two errors.
7. SAT-9 - standardized norm-referenced test used by the State of Alabama to determine student achievement and to determine accountability levels for schools and districts.

Delimitations

1. The study was conducted in a rural area of west central Alabama; the population of Sumter County is 15,766. Twenty-nine per cent of the population is White and 69 per cent is African American. There is less than one percent Hispanic and Others.
2. The high school students come from low to middle socioeconomic status; average per capita personal income for Sumter County in 1997 was $13,817.
3. The high school students selected were predominately African-American.
4. The tutors from the University of West Alabama were predominately Caucasian. All were secondary education majors in Language Arts, Math, Science and Social Science.
5. Cooperating teachers were predominately African-American.

Limitations:

1. This study was conducted using 24 trained student tutors from the University of West Alabama. The training was conducted by an expert on the *Informal Reading Inventory* (Burns and Roe, 1999)

over two hours during one class; this training may not have been interpreted correctly by the tutors when working in the high school setting.

2. Students selected by the cooperating teacher in the high school setting might not have fitted the at-risk category.
3. At-risk students had uneven attendance patterns that prevented the tutors from providing the complete 15 hours of instruction.
4. School events prevented some students from receiving the entire instructional time planned; additionally, preparation for statewide achievement testing on a number of tests took priority over the experimental treatment.
5. Tutors were not given complete access to high school students for the planned sessions.
6. Students selected for the intervention might have been unwilling or embarrassed to receive instruction from the tutor.
7. High school students read at a wide range of frustration levels; some more than two years below their grade-level reading for instruction.
8. Tutors had difficulty finding an appropriate location to use for the 15 hours of tutoring.
9. Tutors received limited assistance from cooperating teachers and from university faculty.
10. Demographic data was not collected on the cooperating teachers.
11. Due to absences and suspensions, data was collected on 12 high school participants.

Hypotheses:

1. There will be an improvement in high school students Frustration Reading Levels after 15 hours of remedial training in specific reading strategies and skills by University of West Alabama tutors.
2. Tutors will report improved satisfaction with reading strategies and skills in their reflective journals.

Significance of the Study:

This study was designed to provide information on the utility of specific strategies and skills taught by UWA tutors to students at the secondary level of public schools. Furthermore, students who were targeted for intervention would show improved reading. This project provided

information about optional instructional practices in reading in the regular, content-area classrooms. The project also provided information about how students reacted to the intervention and how well they performed when measured by a posttest of the IRI. Information from the study can be used to improve tutoring programs and to assist in informed decision-making concerning the at-risk students who are not expected to score well on the SAT-9 tests, the Graduation Examination, and the Exit Examination.

Method

Based upon a review of related literature, it was determined that the project to assist member schools of the West Alabama Learning Coalition would take the form of a tutoring project between UWA secondary education majors and high school students who were identified as at risk. A proposal (See Appendix A) was submitted to the West Alabama Learning Coalition for the purchase of 25 copies of the *Informal Reading Inventory, 12th Edition,* to be used in the assessment of students' reading levels. Reading levels were determined in order to individualize strategies and skills for students who were at risk of dropping out or of failing the SAT-9, the Alabama High School Graduation Examination and the Exit Examination. The proposal was accepted and the IRI texts were purchased. Secondary Education majors in Language Arts, Mathematics, Science, and Social Studies were trained by a university professor who was an expert in the use of the *Informal Reading Inventory* (See Appendix B). Further training was provided on how to use the packets of material prepared by Dr. Abrams, the Reading Specialist for this project.

After the training was provided, UWA secondary education majors were assigned to schools and then to cooperating teachers for Field Experiences. The cooperating teachers selected a student to be paired with the UWA participant for the tutoring project. The high school students were given a placement (pretest) assessment using the IRI to determine where the tutor should begin with reading strategies and skills. Tutors also conducted informal interest inventories with the high schools students to further personalize the tutoring experiences. The tutors then provided hours on individualized intervention with the tutees. At the end of the intervention period, tutors administered an alternate form of the IRI to determine if the high school students showed improvement in their reading through measurement of their Frustration Levels. Materials from the Field

Experience were evaluated at the end of the semester. As a part of their UWA course requirements, secondary education majors were required to keep a reflective journal of the progress of the tutoring project. For the purpose of this study, a team of experts evaluated the contents of the journals for validity. Terms or statements were identified that showed positive conceptualization of the utility of the strategies and skills which were used with the individuals tutored.

Results

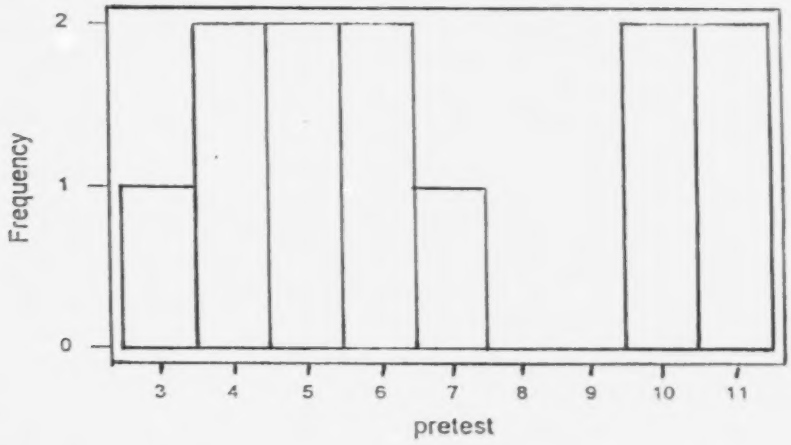
A comparison of the pretest and posttest scores from the IRI for the 12 students who completed the project showed that there was a significant improvement in Frustration Level reading at a $p<.05$ level. The Paired T-Test yielded a T-Value of -2.97 at a P-Value of 0.013. The 95% Confidence Interval for mean difference was (-1.161, -0.172). Descriptive statistics are shown in Table 1.

Table 1: Descriptive Statistics for Pretest/Posttest Comparison of Scores on the IRI

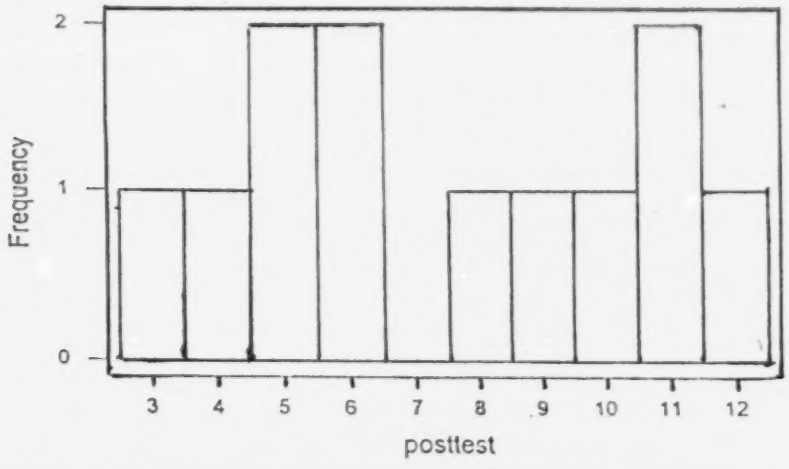
Variable	N	Mean	StDev	SEMean
Pretest	12	6.833	2.918	0.842
Posttest	12	7.500	3.060	0.883
Difference	12	-0.667	0.778	0.225

Students had a mean of 6.833 on the pretest administration of the IRI, Form A, with a Standard Deviation (SD) of 2.918 and a Standard Error of the Mean (SEM) of 0.842. The posttest administration of the IRI, Form B, yielded a mean of 7.500, a SD of 3.060, and a SEM of 0.883. The difference between the students' scores on the pretest and posttest confirmed Hypothesis One: There will be an improvement in high school students' Frustration Reading Levels after 15 hours of remedial training in specific reading strategies and skills by University of West Alabama tutors.

Frequency Chart One: Pretest Scores on the IRI



Frequency Chart Two: Posttest Scores on the IRI



These two charts provide a visual representation of the amount of change exhibited from pretest to posttest administration of the IRI.

A representative sample of the reflective journals produced by the University of West Alabama tutors was examined by a team of experts to identify statements that exemplified the conclusions of the tutors regarding their Field Experiences. Some statements selected were:

1. "I feel better about teaching than I did before. Now, I actually think it is something I can handle." "I've really enjoyed this experience. I went from being totally terrified to totally comfortable. It really was something special."

2. "The students are better readers than I imagined they would be."
3. "I've really seen how much student miss and how many interruptions there are in schools."
4. "The feeling of helping a kid to read and to enjoy it is overwhelming."
5. "It is plain to see that he (student) is at-risk, and I do not want to push him over the edge."
6. "I gave the posttest to C. He improved a grade level and did very well on the comprehension passages. I enjoyed working with him, and I think he enjoyed working with me. I hate that I won't ever know if he graduated, but maybe that is best. I think I did some good in his life. He is smart, but he needs someone to really care how he does in school. This was a good experience."
7. "From observing Mrs. J., I have developed a knowledge of what works and what doesn't. I hope that I can become a great teachers some day."
8. "I have enjoyed the tutoring part of this assignment."

Evidence suggested that most of the pre-service teachers had positive experiences with their tutoring and observing in the high school classrooms. Some found things that they could emulate in their cooperating teachers. Others learned that there are better ways to do things. The UWA students reported that they were successful when they utilized the skills recommended in the tutoring packet. Their self-reported conclusions concerning their Field Experiences confirmed Hypothesis Two. The organization of the packet and the suggestions were deemed to be highly effective and provided the appropriate structure for the tutors to achieve maximum benefits with the tutees.

Conclusions and Recommendations

The UWA Secondary Education/West Alabama Learning Coalition Tutoring Project was a success in terms of developing a system for future use with local schools. At-risk students (Frustration Level) demonstrated improvement in reading levels; this should lead to future improvement in content-area reading and in standardized test scores. Past research has shown that attitudes toward reading generally improve when students are successful. It is our belief that pre-service teachers need opportunities to interact with students as groups and in individual settings prior to their practice teaching assignments. This provides pre-service teachers with a

chance to identify their strengths and weakness; likewise, they are able to obtain a realistic view of what they will be required to do in their careers.

Therefore, it is recommended that this project continue. The *Informal Reading Inventory* will continue to be useful in assessing students' pretest and posttest levels of reading; future students should be trained more thoroughly in its use. A more complete explanation of reflective journals should be provided to all students; a handbook for this project would standardize all procedures and improve validity and reliability. Finally, pre-service teachers should be trained to utilize the reading strategies provided more effectively. At-risk high school students would benefit most from more sessions rather than longer sessions.

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Appendix A

PROPOSAL
WEST ALABAMA LEARNING COALITION
Mrs. Madeyn Mack, Coordinator

Proposal Submitted by: Dr. June Westbrook Abrams, Dr. Tom Devaney, Dr. John Byer, Dr. Dianne Richardson

For: Livingston High School – selected students, based on teachers' recommendations

Purpose: To assess students' reading levels obtaining pretest and post-test scores
To provide tutoring activities to improve student reading achievement
To report findings to teachers at both schools
To train students in various content area methods classes at University of West Alabama to administer and to utilize reading scores for purposes of instruction

Materials required: Twenty-five (25) copies of *Informal Reading Inventory, Preprimer To Twelfth Grade* by Burns and Roe, 5th Edition.
Date: 1998
Copies of pages to score above

Projected Cost: $950.00 flat rate on quote from UWA Bookstore

Explanation: This study will utilize students in methods classes for Language Arts, Social Sciences, Mathematics, and Science. Students are required to spend twenty-five hours in classrooms under the direction of supervising teachers. The first fifteen hours will be spent in the assessment using Burns and Roe and in tutoring students identified by their teachers as needing extra help to develop additional reading strategies. The final ten hours will be spent in actual teaching under the supervision of the classroom teacher. For the purposes of this study, students will employ strategies recommended by the instructors of the methods classes and strategies learned in other courses. The students will receive the benefit of one-to-one or small group tutoring. The UWA students will be required to keep a reflective journal of their experiences in the classroom and to document the success of the different instructional strategies employed in the tutoring period.

In addition, an attitude survey will be used in pre-testing and post-testing the students at Livingston High School and Livingston Junior High School.

Materials purchased to complete the pretests and post-tests will be used each semester by UWA students in general methods and other specific methods classes; in addition, they will be available to teachers at Livingston High School and Livingston Junior High on a check-out basis.

Appendix B

Informal Reading Inventory Instructions

Secondary Majors

1. Introduce yourself and tell the individual to be tutored (tutee) some things about yourself.
2. Ask the tutee what kinds of things he or she is interested in, explaining that you will be planning lessons for him or her that will let him or her explore some things that he or she is interested in. (Interest Inventory)
3. Start the Informal Reading Inventory

- Graded Word Lists
  1. Determine the tutee's present grade level in school.
  2. Using Grade Work List 1, drop back two grade levels and begin the word list at that level.
  3. Show the tutee the specific list you have identified for beginning and ask him or her to recite each word in the order given on the list.
  4. On your copy of the list, put a check by each word correctly identified.
  5. Continue to the next grade level's list until the tutee misses **one word.**
  6. Note: If the tutee misses a word on the very first word list attempted, drop back another grade level and let him or her try at that level. You must identify a grade level upon which the tutee recites all of the words correctly.
  7. **STOP**.
  8. Go back to the last grade level upon which the student got 100% (all twenty words) correct; this is the grade level to begin the next section of the test.

- Graded Passages
  1. Locate the grade level passage from Form A indicated by the tutee's performance on the word lists. (FORM A is used as the pretest.)
  2. Ask the tutee to read some stories for you. Say, "Some of the stories will be easy to read, others will be harder. You are not expected to read everything perfectly. Do your best. If you don't know a word, try to figure it out instead of just skipping it.

After your finish each story, I'm going to ask you some questions about it."

3. Tell the tutee that he or she may read the passages silently or out loud, according to his or her preference.
4. Make sure that you read the purpose written in bold type at the beginning of each passage to the tutee before he or she begins.
5. Present the tutee with a student copy of the passage and allow him or her to read it.
6. Remove the copy of the passage from view and ask the tutee the accompanying comprehension questions listed on your copy of the story.
7. Write down any answers that differ from the suggested answers given in the text.
8. Mark each question on the list with a $\pm$ for correct or a $\underline{0}$ for incorrect.
9. If the tutee has not reached frustration level, a score of less than 50%, continue to the next grade level reading passage.
10. Note: If the tutee scores less than 50% on the very first graded passage attempted, drop back a grade level and try Form A passage that is on that level. You must identify a level at which he or she answered comprehension questions successfully. This is a level at which the tutee scores 50% or higher on the comprehension questions.
11. Stop this process when the tutee achieves a score of less than 50%.
12. This inventory determines the grade level at which the tutee has achieved Independent, Instructional, or Frustration reading levels, as well as the types of comprehension areas that are his or her strengths and weaknesses.

Analyzing Your Pretest Data

Complete the following blanks at the top of the summary sheet: Tutee's name, Grade, Date of Pretest Administration and Name of Administration.

Comprehension Reading Levels:

a. Independent Reading level: The highest grade level at which the tutee scored 90% or higher.
b. Instructional Reading Level: The highest grade level At which the tutee scored 75% or higher.

c. Frustration Reading Level: The first grade level at which the tutee scored below 50%.

On the summary sheet, fill in these levels under the heading "Pretest," using the total comprehension scores for each of the Graded Passages administered from Form A.

Go through your recording sheets for the Graded Passages and tally the specific correct and incorrect comprehension questions into the six types of comprehension (main idea, detail, inference, sequence, cause and effect, and vocabulary). Determine the total number of possible questions that the tutee could have answered correctly and determine the number of questions actually answered correctly. Calculate the percentage of correct responses for each of the six comprehension areas and fill in the table on the summary sheet under the heading "Pretest." (On your recording sheets for Form A, each question is identified by its comprehension area following its number--if more than one comprehension type is mentioned, use the first one to classify the type.) Below the table, fill in the blank following strengths with the comprehension types that had the highest percentages of successful answers. Fill in the blank following weaknesses with the comprehension types that had the lowest percentages. Determine the percentage correct for each grade level of the Form A Graded Passages and note them on the Summary Sheet under the heading, "Pretest."

The grade level at which you aim your instruction is the grade at which the tutee's performance indicated Independent Reading Level, that is the highest grade level at which the tutee scored 75% or more.

At this point, you have an indication of what types of comprehension should be included in the lessons for your tutee. These lessons should focus on the tutee's interests and comprehension weaknesses. The first lesson can focus on a strength and the tutee's interest if his or her self esteem appears to need improvement. There should be time in the study for challenging work.

POSTTEST

Follow the same procedures for the posttest using Graded Word list 2 and Graded Passages from Form B.

When analyzing the posttest data, fill in the date for the posttest administration at the top of the summary sheet and then fill in the appropriate spaces and tables for the posttest scores and indicators.

From the Summary Sheet, you can compare the pretest and posttest scores to determine if the tutee's Frustration, Instructional and Independent Reading Levels have improved as a result of your tutoring interventions.